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ABSTRACT

This conference handout includes five brief papers presented by a panel to the Employment and Training Division of the American Vocational Association. They are "Assessment Center (Cerritos College)" (Patricia Cook); "Assessment Is the Future. Can You Afford Not to Be a Part of It?" (Bob Cumming); "A Comprehensive Academic and Career Assessment Center: Funding and Organizational Strategies" (William H. Lawson); "Leveraged Funding and Organizational Strategies for Comprehensive Assessment Centers, Butte College" (Al Renville); and "Comprehensive Assessment: Leveraged Funding and Organizational Strategy (Summary)" (David S. Davis). In addition, an article entitled "Is There Life after College? Empowering Students with a Customized Assessment and Planning Model" (Susan S. Obler, Maureen H. Ramer) provides an overview of assessment that looks toward the future, especially in relation to the needs of adult learners. (YLB)

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COMPREHENSIVE ASSESSMENT:

LEVERAGED FUNDING AND ORGANIZATIONAL STRATEGY

A Panel Presented
to the
Employment and Training Division
American Vocational Association

December 7, 1987

Bob Cumming
Dave Davis
Bill Lawson

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Comprehensive Assessment Centers:
Leveraged Funding and Organizational Strategy

This handout includes brief individual papers authored by:

- Pat Cook, Cerritos College, who has developed, based on a consortium using JTPA 30% funds, an assessment center which provides assessment in career activities, re-entry, matriculation, JTPA, and is preparing for GAIN Intensive Assessment.

- Bob Cumming, North Orange County Community College District, whose assessment activities include academic basic skills assessment for learning center activities, contract education, JTPA, and preparation for GAIN Intensive Assessment.

- Bill Lawson, Oxnard College, whose assessment activities include matriculation, special needs programs, occupational education, JTPA, active GAIN Intensive Assessment, cooperative activities with local secondary ROP's, and institutional assessment, including health.

- Al Renville, Butte College, whose assessment activities include career preparation, JTPA, and active GAIN Intensive Assessment.

- Dave Davis, Davis Consulting Services, whose practical assessment activities have included JTPA, occupational education, matriculation, diagnostic and prescriptive academic basic skills assessment, and whose consulting activities include GAIN, organizational, and management assessments.

- In addition, an article prepared by Susan Obler and Maureen Ramer of Rio Hondo College has been attached. It provides an excellent overview of assessment, and looks toward the future for assessment, especially in relation to the needs of adult learners.

ASSESSMENT CENTER

Cerritos College
Patricia Cook, Supervisor

The Assessment Center at Cerritos Community College provides a system of integrated services for a diverse population of 18,000 students. The campus is located in Los Angeles County and is responsive to the training and educational needs of a community that is projected to be over seventy percent minority in the next ten years.

The center has been in operation for over a year and has established a reputation as a "full-service provider". The services include Career Planning and Assessment, Adult Re-entry, Job Placement, Academic Assessment, Work Evaluation and VEA Outreach. The center has one director for all the areas and the services are housed in one central location. The building site is located in a section of the campus that has accessible parking and is easy to locate. The program offers extended hours three days a week and promotes a wide offering of activities.

The following organizational strategies are significant success indicators.

1. Set goals and objectives that reflect the integration of all areas to insure coordination and avoid duplication of effort and energies.

2. Organize a common publicity logo, format, and consistent calendar of events that communicates the total effort.

3. Provide flexible scheduling and seminar formats that include appointments, walk-in, group and large lecture presentations.

4. Design computer support systems to deliver information and assessment results in a timely fashion.

5. Provide in-service to the staff to increase their effectiveness in providing quality service to the students and community.

6. Involve Assessment Center staff in institutional committee membership, community outreach and secondary school articulation activities to maintain program visibility.

The combination of such factors as a central resource, one director, easy accessibility, extended hours and a quality delivery system provides high visibility for funding capabilities. The traditional funding sources such as VEA, Instructional Improvement, JTPA, California Department of Education, Community College Chancellor's office and private business/community contracts are the "typical" areas to seek continued support for the maintenance and the growth of assessment services.

Critical factors to consider for continuous funding of these programs is to select projects that the Assessment Center can serve as a primary provider and can share the effort with populations/organizations that have similar needs.

It is critical that a strong project "performance" record is established so that other agencies such as ROP, high schools, and training units will affiliate with the Assessment program to enhance their funding effectiveness.

Recommended strategies to increase funding potential include:

1. Consistent marketing approach as a reliable program provider.

2. Increase reputation as a source for counseling, outreach, assessment and placement assistance.

3. Identify a variety of audiences who could benefit from the services (i.e. make an effort to be "known" outside the educational arena).

4. Develop program outcomes that are directly linked to the values and needs of the local institution (i.e. matriculation and retention).

Considering the challenges that are with us now in both the educational

and business community, the need for a cooperative partnership is imperative. It is the responsibility to those program providers who are trained and available to make their services known. The function of assessment can be a vital link to the identification of student needs and the development of programs that will fit the demands of a changing job market.

ASSESSMENT IS THE FUTURE. CAN YOU AFFORD NOT TO BE A PART OF IT?

by

Bob Cumming, District Coordinator
Yorba Linda Assessment/Career Development Center
North Orange County Community College District

In the past, occupational assessment has been used for some selected populations which included the handicapped or disadvantaged, learning or developmentally disabled, and rehabilitation agencies serving those individuals who have sustained a recent debilitating injury. Recently, occupational assessment has become a more widely utilized tool by a variety of industries, public agencies, and schools. It has been discovered, and more importantly accepted, that occupational assessment can be a valuable predictor of performance on the job or prior to training.

In 1978, using funding from the Comprehensive Employment Training Act (CETA), the North Orange County Community College District established the Assessment and Recruitment Center in the City of Anaheim. The center served over 3,600 CETA clients per year, many of whom were recruited from within the City of Anaheim, as well as referrals from several other jurisdictions. During the three years of operation the District was able to purchase over $60,000 in assessment instruments and equipment. In 1981, CETA funding was cut drastically and, as a result, the center was closed and staff absorbed into other District positions.

Realizing the importance of assessment, a District commitment was made to open a full service assessment center which would serve a variety of populations and whose funding would be broad based so that if one source were to disappear the Center's future would not be in jeopardy. In the Fall of 1982 the Yorba Linda Assessment/Career Development Center began operation and, to date, has provided services to over 11,000 individuals and has generated $259,000 for the District. In addition to the actual dollars generated, the Center provides over $20,000 in services to the two

college campuses and other District programs annually. Funding sources for the Center may include any or all of the following:

Business and Industry
Private and Public Rehabilitation
General Community
ADA Generating Classes and Services
Job Training Partnership Act
Establishment Grants State Rehabilitation
Greater Avenues for Independence
California Community College/Conservation Corps. Public Resources Coad
Special Education Grants

As mentioned earlier, the Center provides services to many distinctly different populations on the District's two college campuses, within the local community, and business and industry. In many cases, they are provided on an individual basis, while at other times a group format may be most appropriate.

Special emphasis has been placed on integrating assessment into as many of the existing campus programs and services as possible. This has been accomplished through a variety of methods including staff orientation and in-service to new and innovative assessment instruments and techniques, utilizing assessment as a motivational tool for disadvantaged and special education programs, providing specialized work sampling and aptitude assessment for those students experiencing difficulties in course work or vocational training. In addition, plans are currently underway to coordinate duty schedules with the campus counselors so that those interested in working more closely with assessment can request partial assignments at the Center.

In serving the general community, the Center has designed a program which allows an individual to receive assessment and counseling services either on an individual basis or within a variety of career development classes scheduled for two, three, or six sessions. If the clients decide they wish to see a vocational counselor on an individual basis, an appointment is made and the cost of the services are determined by the type of

assessment instruments prescribed by the counselor as a result of the initial interview session. If the client prefers to register for one of the career classes, only a minimal materials charge is required since ADA is being generated.

The Center has received a very positive response from local business and industry regarding the customized services which can be offered since several applications of assessment can be introduced into areas of personnel and training. Examples of these would include:

Pre-employment Assessment
Assessment for Promotion or Advanced Training
Assessment Coordinated with Outplacement Services

In those cases where assessment is used during hiring or promotional processes, the center acts as an independent third party and recommends that the results be used to enhance rather than to replace the normal personnel procedures. In providing Outplacement services, assessment is used as a career guidance and motivational tool to those employees who are displaced from their jobs. In many cases, these individuals find it necessary to return to school for additional training. The career guidance portion of the program then acts as the first phase of the ongoing counseling process provided at either of the District's two campuses.

In summary, the development of a comprehensive occupational assessment center within a Community College, in conjunction with a strong career development program, can provide numerous and innovative services to the community, as well as generating a new and unlimited source of financial support for the institution. Assessment is the future. Can you afford not to be a part of it?

A COMPREHENSIVE ACADEMIC AND CAREER ASSESSMENT CENTER FUNDING AND ORGANIZATIONAL STRATEGIES

William H. Lawson, Ph.D.
Dean, Vocational Education
Manager, Special Education & Academic/Career Assessment Center
Oxnard College

A comprehensive academic and career assessment process is now possible at a number of community colleges. By combining resources, Oxnard College has been able to create such a Center. It involves providing academic and career information for general students, vocational students, special education students, non-traditional students, re-entry students, GAIN clients and employees of local organizations.

Individual assessment of aptitudes, abilities, interests and potentials can be done in a number of different written and physical assessment techniques. It can generate a great deal of specific information to be used by the individual, the teacher, the counselor, the student personnel worker, the supervisor, and the employer. This assessment data can be a stepping stone for individuals' greater personal success in education, in employment and in their lives. The basic philosophy of a comprehensive assessment process is that through carefully selected assessment techniques used in consultation with a specialist individuals can identify their special and unique strengths that can then be linked to their educational, employment and life goals.

COMPONENTS OF A COMPREHENSIVE ACADEMIC/CAREER ASSESSMENT PROCESS

The comprehensive approach to assessment should include the following groupings:

1. Orientation to Assessment

2. Academic Achievement

3. Career Interests
4. Aptitudes
5. Temperaments
6. Self-Esteen
7. Learning Abilities
8. Stress Levels
9. Physical Fitness

There are literally hundreds of assessment instruments available to measure these different components. The counselor and/or assessment specialist are available at many colleges to provide this service. Obviously, it is not necessary to have comprehensive assessment if the individual is interested in certain personal goals. Therefore, these components can be mixed or matched to meet the individual needs of the students.

MANDATES FOR ASSESSMENTS

It is increasingly being recognized there is a greater need for information on each person involved in education and training before higher levels of success can be obtained in working with the many different populations that attend community colleges. Some examples of assessment now being required are:

1. Matriculation (focused on Academic Achievements)
2. Special Education (focused on Academic Achievement, Career Interests, Learning Abilities)
3. Federal/State Funded Training funded on a performance-based criteria requiring comprehensive assessment (to include all

components)

4. Vocational Education (focused on Academic Achievement, Career Interests)

5. Re-Entry Students (focused on Academic Achievement, Career Interest, Self-Esteem, Stress, Learning Abilities)

6. EOPS Students (focused on Academic Achievement, Career Interests, Self-Esteem, Stress, Learning Abilities)

7. Non-Traditional Vocational Students (focused on Career Interests, Aptitudes, Temperaments, Stress, Physical Fitness)

8. Employee Assessment contracted with local employers (focused on Career Interests, Aptitudes, Temperaments, Learning Abilities, Physical Fitness)

9. California Conservation Corps (includes all nine components)

10 GAIN Clients (includes all components in order to develop an Employment Development Plan [EDP] for the GAIN clients)

FUNDING AND ORGANIZATIONAL STRATEGIES

Exhibit "A" is a matrix showing the relationships between funding and the mandated assessment. Specifically, Exhibit "A" is indicating under each component where you can provide assessment services and be reimbursed through these funding sources. You will notice that a number of services can be provided once you have identified the student as:

1. Academically Disadvantaged

2. Handicapped

3. Economically Disadvantaged

4. Physically Disabled
5. Vocational
6. Single Parent Vocational
7. Non-Traditional Vocational
8. Adults Needing Vocational Training
9. JTPA Eligible
10. GAIN Client
11. Employee of a Contracting Company

It is therefore necessary to identify the student population to determine which of the assessment components they can participate in and receive full funding for the services provided.

Oxnard College became involved in assessment because of its initial involvement in employer-training and in special education. Both of these activities had interest and available funding for assessment to help insure student or employee success in training activities. Additional funds were sought to expand the assessment model, for example, learning abilities, stress levels and fitness assessments. There was no initial interest expressed by the Counseling Department for a comprehensive academic/career assessment process.

The Special Education staff had a specialist with Work Evaluation, Vocational Rehabilitation Counseling and Assessment experience who was able to provide technical assistance in developing this process. The specialist was used to hire additional staff to carry out employer contracts to guarantee the use of qualified staff.

When the GAIN Assessment Project became a reality for the College, the requirements for the GAIN Assessment Specialist were used to advertise

and establish a pool of eligible specialists. In addition, VOICE consulting funds were used to hire consultants in both the GAIN program and in the College's assessment process. At this point, there was some interest expressed on the part of those counselors who were involved in vocational counseling and an in-service training was provided for the counselors based on their request. However, there has been no further commitment from the Counseling Department to either learn how to utilize the Center or to use the Center's services.

When the GAIN Assessment Specialist was hired and the other part-time assessment specialists worked, they were given an opportunity to work with the VOICE consultant to further refine the process now used at the College. This also involved the Assessment Specialist visiting Long Beach City College, Cerritos College, Saddleback College and North Orange Coast Community College District in order to examine their assessment programs. The next step, currently in progress, will be the formation of an Assessment Advisory Committee and the development of Annual Assessment Plan by the Advisory Committee.

(See Exhibit "A" next page)

EXHIBIT "A"

Funding and Developing a Comprehensive Academic/Career Assessment Process

Funding Source	Orientation (1)	Academic Achievement (Matriculation) (2)	Career Interests (3)	Aptitudes (4)	Temperaments (5)	Self-Esteem (6)	Learning Abilities (7)	Stress Levels (8)	Human Fitness (9)
1. College Appointment	All Students ----------								►
2. CPA II-A Handicapped	Vocational Education - Handicapped ----------								►
3. CPA II-A Disadvantaged	Vocational Education - Academic Disadvantaged ----------								►
4. CPA II-A Adults Needing Training	Vocational Education Student ----------								►
5. CPA II-A Single Parents	Vocational Education - Single Parent ----------								►
6. CPA II-A Gender Equity	Vocational Education - Non-Traditional ----------								►
7. CPA II-B	Vocational Education Student ----------								►
8. AB 77 Special Education	Handicapped Person ----------								►
9. JTPA 78% Funds	Economic Disadvantaged Student ----------								►
10. JTPA 6% Funds	Economic Disadvantaged Student ----------								►
11. JTPA 3% Funds	Economic Disadvantaged Student ----------								►
12. GAIN Funding	Gain Client ----------								►
13. Community Service	All Students ----------								►
14. CS Dept. of Corrections/Juvenile Justice	Delinquents ----------								►
15. Worker's Compensation	Physically Disabled Students ----------								►
16. State Dept. of Rehabilitation	Physically Disabled Students ----------								►
17. Employer Contracts	Employees ----------								►
18. EOPS - Direct Services	Economic Disadvantaged Student ----------								►
19. Fees	All Students ----------								►

(4/87 - Dr. William H. Lawson, Oxnard College)

LEVERAGED FUNDING AND ORGANIZATIONAL STRATEGIES FOR COMPREHENSIVE ASSESSMENT CENTERS BUTTE COLLEGE

Al Renville
Director
Career Center

THE COLLEGE

Butte College is located 80 miles north of Sacramento on Highway 99. The Butte Community College District serves Butte and Glenn Counties. The district was formed in 1966. Butte College occupies a 940 acre site near the geographical center of Butte County. There are just over 11,000 students attending day and evening classes generating annually approximately 6,500 ADA.

THE PROGRAM

The Office of Career Planning, Placement, Assessment, Work Experience and GAIN has an annual operating budget of just over $515,000. The staffing is comprised of a Director that oversees total office operations, three coordinators: (1) Basic Skills Assessment and Vocational Testing (2) Job Placement and Work Experience, (3) GAIN Assessment. Office support staff includes one secretary, two clerks, six student assistants, and three graduate level interns.

FUNDING SOURCES

Much like other community college assessment programs, a majority of our funding is by the district itself. Additional funds are generated as follows:

SOURCE	ACTIVITY	ANTICIPATED INCOME 87-88
GAIN	Basic skills and vocational assessment for GAIN clientele Department of Social Services Butte County.	$85,000 - $130,000
VEA Carl Perkins Act Adults Needing Training	Basic skills and vocational testing, career counseling and placement of adult unemployed underemployed Hispanics in need of skill upgrading.	$25,000 - $32,000
FUND FOR INSTRUCTIONAL IMPROVEMENT	Basic skills and vocational testing at the 8th and 9th grade levels to identify basic skill deficiencies and eventually measure learning progress, plus expose them to a variety of occupations and then link appropriate high school prep with career aspirations.	$22,000
NATIONAL COOPERATIVE WORK EXPERIENCE SUPPLEMENTARY FUNDS PROGRAM	Vocational testing and automated vocational test scoring. Career counseling, placement and work experience.	$18,000
CALIFORNIA CONSERVATION CORPS	Basic skills and vocational testing provided all new corps members, four-day mini career planning class provided.	$4,000
NORTHERN CALIFORNIA HIGHER EDUCATION COUNSEL	Provide workshops to college counselors, public service agencies, high school counselors, teachers, and career technicians in career infusion, teaching career planning, and career center implementation and expansion.	$4,000

ORGANIZATIONAL STRATEGIES

The office of Career Planning, Placement, Assessment, Work Experience, and GAIN is unique in that so many of one another's services and activities overlap, therefore making our one stop service very convenient for our students, as well as interested others.

We have from the very start operated with a philosophy that reflects the following three strategies: 1) visibility, 2) credibility, and 3) accessibility.

VISIBILITY

"Capable of being seen, apparent." Being as visible as possible has to a great extent taken us from a one person office located in a small corner of the library to a spacious facility in the Campus Center building. All of our success stories are brought to the attention of the board of trustees; we have a representative on every vocational advisory committee and a representative sits on all major Student Services, instructional, and management committees.

We have a school sponsored office representative at all Chamber of Commerce, Rotary and Downtown Business Association meetings. We sponsor workshops and speakers throughout our service area, and have the states of Washington, Oregon, and Nevada, as well as all of California.

We have a weekly section in the school newspaper and a weekly column in the local newspaper.

CREDIBILITY

"Worthy of confidence; reliable." Without credibility our office, like any other office, would be marginally functional and quite expendable. I believe credibility is a direct result of appropriate staffing and state of the art resources. It has become easier for our office to expand our services and activities because of our success in implementing new programs. Credibility breeds success and success has provided us with accessibility to

resources.

ACCESSIBILITY

"The state or quality of being easy to approach or enter."

We have always maintained that our operation is not that much different than any elses, except that our delivery is much more unique.

Our services, including all testing, are free to Butte College students, as well as anyone else that has an interest in what we provide. We have always maintained that even minimal cost could deny access. During the 1985-86 academic year, we provided, scored, and interpreted over 15,000 tests.

Our office also provides, at no cost, career planning classes at the high schools. Our office supplies instructors materials, including testing and support to any high school that would like our assistance. We teach classes at 12 high schools, three continuation schools, the juvenile department, and the California Conservation Corps.

In an effort to make our office services even more accessible, we purchased a 24 foot motor home and converted it into a mobile career planning and testing facility. We are using it for testing GAIN clients, promotion at fairs, career days, shopping centers, and remote high schools.

The van is equipped with Eureka, Discover, Sigi-Plus, Job Match and a variety of assessments and career planning aides.

The integrated programs approach we have built has, without a doubt, helped considerably in writing and receiving project grants. There has not been a grant or project written in our office in the last five years that has not made reference to other services and/or successes of other office programs. There has not been one grant or project that I can remember accepting that has not positively influenced one or more of the other programs in our office.

Summary
Comprehensive Assessment:
Leveraged Funding and Organizational Strategy

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Those who have considered, attempted, or are conducting assessment agree that no single source of funding is sufficient to provide for a comprehensive assessment program. Equally, there is a concensus that close attention must be paid to the process of developing and implementing a comprehensive assessment center. This process must pursue strategies which are consistent with organizational values, goals, and objectives. It should include the special needs of each of the institutional areas included in the assessment process. The contributors to this handout have demonstrated that it is possible to both leverage funding and be organizationally strategic in the development of integrated assessment activities.

Multiple sources of funding are available for assessment. These include Carl Perkins Act, Job Training Partnership Act (JTPA), Greater Avenues for Independence (GAIN), community college matriculation, special needs assessment, GED testing, institutional activities (such as nursing program placement), career planning, and contract education. In addition, federal interst in welfare reform is strongly supported by the National Governor's Association and other interested individuals and groups. Educational reform provides opportunity for cooperative assessment activities with ROP's, secondary, and adult schools, as exemplified by activities at Oxnard College. Additional legislation has been presented to the Congress for federal training programs, including the Worker Adjustment Assistance Program (WAAP). This listing is not inclusive. However, it clearly

indicates a range of available assessment funding sources. In each of the activities which result from the funding sources listed, there are some common core activities. The assessment of abilities, aptitudes, and interests. These universal functions can lead to common core assessment instruments. Selection of tools should seek a balance between universal characteristics and the unique needs of each audience. For example, assessment tools used for JTPA and GAIN participants may be appropriate in some occupational areas, such as trade and industrial.

Successful programs are those who seek connection through cooperation. They provide service by meeting the needs of varying segments of the institution, rather than assuming a centralized responsibility or position. They are responsive to institutional assessment needs, rather than assuming complete and absolute responsibility for them. They function to provide data to the organization, rather than seeking to control information as a source of power. Finally, they concentrate on a multitude of strategies. These should include how to encourage an area of the college to become involved initially in the comprehensive assessment activity; how to expand assessment activities to benefit participants; how to encourage integration of assessment in different areas of the institution can be supportive, rather than redundant; and strategies which synergize the assessment process, accomplishing collectively more than is possible individually.

The ultimate argument for comprehensive assessment is resource conservation. The need for facilities, furniture, technology (including computer processing), and staff cannot be efficiently or effectively met if they must be replicated across the campus. There is no special wisdom to this concept. However, it requires explicit attention so appropriate strategies within each institution allow the leveraging of funds, integration of activities, synergism of outcomes, and conservation of resources which will most effectively assist the institution in providing the best possible learning experience for every student.

Assessment and counseling systems need to be designed for new populations--the present majority which no longer fit the traditional profile. In contrast to typical programs for recent high school graduates, the proposed model illustrates a customized planning sequence suitable for today's diverse student population.

IS THERE LIFE AFTER COLLEGE? Empowering Students With a Customized Assessment and Planning Model

Susan S. Obler
and
Maureen H. Ramer

A large percentage of students attending community colleges today no longer fit the "traditional" profile. In order to succeed, these students need an individualized, career assessment-guidance process. Current assessment practices may serve the traditional recent high school graduate who wishes to tzransfer; the majority of students need more. In many colleges, a serious gap exists between the awareness of new populations and the curriculum or services actually provided. In recent years, most public institutions have been grappling with reduced funding and declining enrollment; these problems have distracted college personnel from addressing the needs of the "new student."

Assessment and counseling systems, therefore, need to be expanded with the "new student" in mind. These students can be empowered to take more responsibility for their progress when they are equipped with flexible and informative assessment systems. Such a system will enable the student to identify goals and plan an appropriate course of study. The model for assessment systems which we propose is one approach to the student's need for information and planning.

New Strokes for New Folks

A growing proportion of community college enrollees come from diverse educational and cultural backgrounds. Many are older, "non-traditional"

students with work experience or a high school equivalency diploma; relatively few enter college immediately after high school graduation. Another group of students enroll to secure technical training or to develop new employment skills. Some students, often called "reverse transfer", return after completing baccalaureate or advanced degrees in another institution. This diversity in background and need requires colleges to re-examine conventional delivery of programs, and to provide an expanding scope of educational backgrounds.

The programs selected by students have shifted dramatically in the past twenty year. As student interests have increasingly emphasize occupational preparation, community colleges have responded with a wider variety of occupational courses. In 1960, 25% of enrollment nationally was in occupational programs. By 1975, 35% of enrollments were in programs leading to immediate employment, and by 1980 more than 62% of associate degrees awarded were in occupational curricula (Cohen, 1984, pp. 7-8). Also, during this period students began to enroll in fewer units per term.

By 1970, essentially half of community college students were part-time, and by 1980, nearly 66% were enrolled part-time, even though the total enrollment doubled in that decade (Cohen, 1984). A popular myth suggests that the part-time undergraduate student is less prepared academically than their full time classmates when they are, in fact, equally ready and maintain slightly higher GPA's (Carnegie Foundation, 1986). With these shifts, students' values and goals have changed, but the typical assessment and guidance process implies that students attend full-time and usually major in liberal arts studies.

At the same time, the increase in underprepared students demanded that open-door colleges re-evaluate their programs and systems (Roueche, et.al., 1984). While this phenomenon is a mark of success in reaching new populations, colleges have had to respond with special programs and systems to protect these students. That is, many of them enter difficult courses prematurely, while others enroll without the benefit of any educational plan. Additional support services are needed if these students are to succeed in college.

The Implications of the Adult as Learner

Adult students in community colleges are no longer the exception; they are now the rule. Their special needs require colleges to restructure many of their systems, teaching approaches, and the curriculum itself. Malcolm Knowles (1978) studied the needs of the adult learner, proposing the term "androgogy" as distinct from "pedagogy". He recognized adults' need for more time to complete tasks and curriculum content that relates to personal experience.

Cross (1981), Tough (1979), and others support this view of the adult learner. In their opinion, students sustain motivation when the curriculum applies more directly to their daily lives and to their futures. Noel (1978) suggests that motivation is boosted for all students when they have clear, informed goals, and that colleges must provide systems to help students with planning. Also, adult learners are more likely to "own" their career decisions when they are offered useful information and personalized services. When students clarify goals, their curriculum choices become purposeful, and their coursework relates to the future. When colleges re-direct resources for these processes, the college curriculum serves students as a means to a goal, not an end in itself.

Shifting Paradigms: The Emphasis on Reducing Ambiguity

Historically, many early "junior college" students were on an interim path between high school and a four-year college or university. Technical colleges served students who were attending college as a direct route to a specific occupational certificate or degree. Student services emphasized the "traditional student" who needed very specialized information about transfer and occupational programs. Students today no longer have the luxury of delayed goals and indefinite ambiguity about the future. The "non-traditional student" requires a much broader emphasis on specific information for a spectrum of career and professional options. For those students who are not equipped with clearly defined goals, resilient basic skills, or college-savvy backgrounds, counseling and academic planning are critical.

Understandably, college counseling services were, in the past, often modeled after secondary school approaches. That is, planning and advising was based on ambiguous futures, on short-range goals such as "college prep", and on existing curricula. The goals of assessment and guidance were somewhat binary: college or non-college, transfer or non-transfer. Students were then advised on class schedules of available curriculua in the given school or college. When this narrow emphasis is the function of college assessment and guidance, the curriculum becomes the end, rather than the means, and the adult student's individual goals are obscured (Garza, 1986). In this mode, "life after college" becomes a set of polarized alternatives, rather than a panorama of choices following the academic experience. Such goal displacement and constricted options further threaten motivation. If assessment tools are too narrowly focused upon basic skills or interest inventories, students misinterpret the relationship of this information to their goals. Often they assume that these tests relate only to curriculum pre-requisites or choice of major, not to their post-college lives.

Figure 1 illustrates the paradigm shift from the emphasis on the recent high school graduate to the emphasis on the new majority--the adult learner. The Assessment/Counseling Paradigms are followed by the proposed model for a customized career and educational planning process that will increase the likelihood of success for these students.

Figure 1. Assessment/Counseling Paradigms

Previous Emphases **Traditional CC Student**	**Emerging Emphases** **New CC Student**
H.S./G.E.D. graduate; first-career oriented	Adult student, first career and career re-direction
Curriculum Planning "Major" Short-range planning, or transfer	Long-range planning, career development, professional paths
School or college as end in itself	College training as means to goal
Youth-oriented guidance counseling staff	Adult-oriented Career Assessment staff

School role: internal review available programs based on limited information	College role: external of planning and decision-making based on expanded information
CC role over when student transfers or completes AA or Certificate	CC role continues to assist recurring career decisions
Present-oriented, short range one job, narrow skills focus	Future oriented, cross-career skills: problem solving, communication, critical thinking
Assessment is narrow, skills and achievement oriented	Assessment is broader, value-added and potential oriented
Curriculum designed as foundation for further academic study (organization centered)	Curriculum designed for adult needs, i.e. workplace skills, growth (student centered)
Assessment occurs once only as a pre-registration review or as an orientation process	Initial assessment forms baseline to monitor progress; follow-up occurs regularly
All students follow same assessment process	Customized process focuses on individual student

The Proposed Model

Too often, community colleges have not assumed a responsibility to assist students with career decisions. Instead, colleges have considered their role to be providing general education, vocational programs, and personal enrichment. The Model for Career Assessment and Educational Planning proposed here (Figure 2) is based on several principles: 1) defining personal goals will increase student success, 2) most students intend to pursue or to change a career after college, 3) adults will change careers at least five times and will often need assistance with career re-direction, and 4) community colleges ought to be the primary community resource for such career re-direction. In combination, these principles signify that assessment/counseling systems should be redesignedto meet the needs of adults and "non-traditional" students. The goals of the redesigned system would be to enable students to define their personal goals and an instructional program as quickly as possible.

In the model for career assessment and educational planning (Figure 2), the student and counselor are in dialogue during each step. The student begins with an intake interview conducted by a professional career counselor (A). At this interview, the counselor records the employment and educational history of the student. If the counselor and the student determine that his or her goals are not clearly defined, the student then moves to the next step (B) where an individualized assessment process begins. The counselor recommends the appropriate tests (C).

The counselor, using the information from the interview and the tests, analyzes and interprets the data (D). At this point, the student may either receive additional assessment (E or E-1) or research appropriate careers (F). In any event, the counselor and the student ultimately discuss and identify the student's career goals (G). Then, the student receives job search skills if immediate employment is needed or develops an academic plan for a suitable instructional program (H and/or I). After these last steps are completed, the student enrolls in college and/or obtains employment (J). Of course, the counselor may discover at the intake interview that a student already has enough previous test results to require only a fresh interpretation (D) or to move directly into goal setting (G).

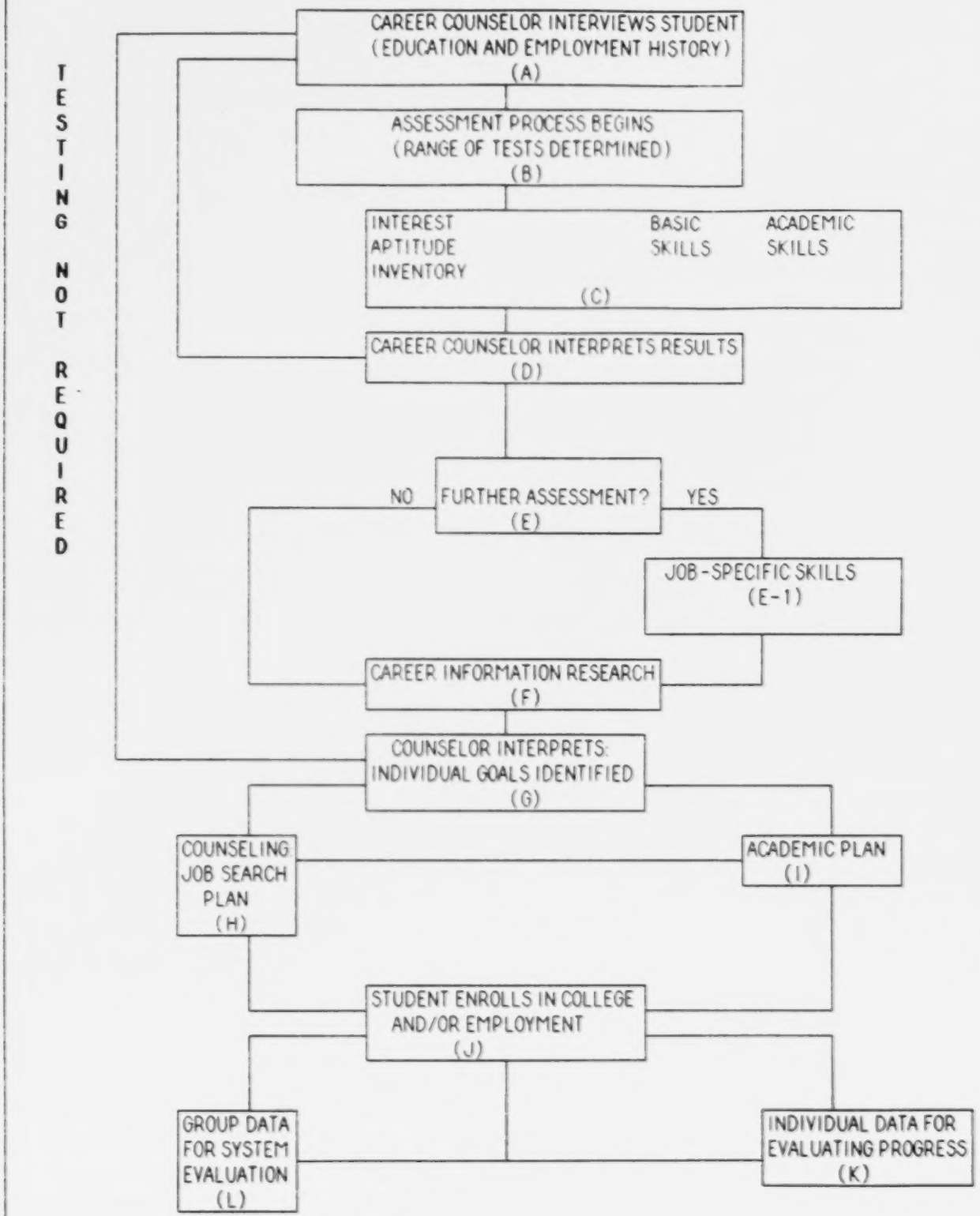
The reader will notice the last points in the model refer to the two-part evaluation process: individual data collection for monitoring student progress and group data for evaluating the system. The college can monitor individual student progress (K), and group patterns will provide data for system refinement (L). Groups could be compared on the basis of persistency, enrollment configurations, ethnicity, etc. Evaluation of the model should be an ongoing and integral part of any college review of student support systems.

(See Figure 2 next page)

The Value of this Model

The advantages to the individual student and to the institution are many.

Figure 2. Model for Career Assessment and Educational Planning


TESTING NOT REQUIRED
CAREER COUNSELOR INTERVIEWS STUDENT (EDUCATION AND EMPLOYMENT HISTORY) (A)
ASSESSMENT PROCESS BEGINS (RANGE OF TESTS DETERMINED) (B)
INTEREST APTITUDE INVENTORY
BASIC SKILLS
ACADEMIC SKILLS
(C)
CAREER COUNSELOR INTERPRETS RESULTS (D)
NO
FURTHER ASSESSMENT? (E)
YES
JOB-SPECIFIC SKILLS (E-1)
CAREER INFORMATION RESEARCH (F)
COUNSELOR INTERPRETS: INDIVIDUAL GOALS IDENTIFIED (G)
COUNSELING JOB SEARCH PLAN (H)
ACADEMIC PLAN (I)
STUDENT ENROLLS IN COLLEGE AND/OR EMPLOYMENT (J)
GROUP DATA FOR SYSTEM EVALUATION (L)
INDIVIDUAL DATA FOR EVALUATING PROGRESS (K)

Since the assessment and interpretation procedures are completely customized to each student, the model has considerable built-in flexibility. This feature addresses student diversity and distinct needs. Other standardized models communicate to adult students that the institution is not prepared to deal with them as individuals or with the tentative nature of their goals. An advantage to colleges is the increased persistence of their students--a common result of front-end, customized advisement systems.

Following initial interviews, tests, and evaluations, subsequent interviews focus on the multi-dimensional skills and needs of the student: both strengths and liabilities. The student and the counselor are in contact at each step; this evolving exchange insures that old data is incorporated into the new, and that the student is directly involved in the shaping of his or her future. Full participation equips students with survival skills by increasing the "ownership" of their goals. Assessment programs that do not support thorough student involvement often generate a passive, quasi-commitment to achievement.

As an outcome of the shared and integrated analyses, each student receives a documented and professionally reviewed educational plan which includes a thorough evaluation of skills and abilities. That is, the student and the counselor discuss test results, refine tentative goals, plan subsequent tests, and return to the discussion of goals--incorporating new information at each juncture. The spiral of activities permits student and counselor to expand data and re-address goals as often as needed. Further, these branched steps provide the time and information for planning the most direct route to each student's goal.

Interactive, computerized career-information systems are a simplified alternative to customized planning models. While such computer programs could be one data-gathering tool in this model, the critical factors are the dialogue with professional career evaluators and the ownership of goals through shared planning. Without these discussions, students are likely to be overwhelmed with the information provided by career printouts. One of the authors' students remarked, "This career information printout is taller than I am, but what should I DO with it?"

Admittedly, the thorough, customized process envisioned in this model will require careful planning and budgeting. Yet, on balance, the program could save the college revenue which is ordinarily lost through the attrition of students who have ambiguous goals. One way to generate funds for this kind of assessment system is to offer it as a variable-unit, open-entry, "course." Colleges could also use the resources in federally-funded job training and vocational education programs. At the least, external funding could offset the start-up costs for tests and personnel. Further, colleges could charge fees to non-enrollees from the community.

The model, therefore, provides a customized assessment process for the diverse needs of the non-traditional student. This system helps colleges fill the perilous gaps between test results and the student's future. As one group of writers expressed it,

> Testing, as it is frequently practiced, can tell us how much and what kind of knowledge someone possesses, whereas assessment provides a basis for inferring what the person can do with that knowledge. . . Assessment aims to elicit a demonstration of the nature, extent, and quality of his or her ability in action (Loacker, et.al., 1986, p. 48).

It is in this broader spirit of assessment, rather than the narrow use of testing, that this model can motivate the adult learner--the majority of community college students. Colleges must re-focus their mission on the student's future and provide the powerful information needed to realize and improve life after college.

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